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ABSTRACT

This packet of materials describes and documents an integrated curriculum of Spanish second language and art instruction offered to freshmen at St. Charles High School (Illinois). The model is the first step in development of other interdisciplinary programs in the school district. The course is designed to improve students' international perspective and cultural understanding and to foster students' ability to discover through interdisciplinary connections. Classes are conducted during a 2-hour block period, and activities include art appreciation exercises, hands-on art activities, and oral, written, and visual performances integrating art and language content. The packet includes: an introductory note sent to students before the school year; a letter to parents of participants; a course description; an outline of targeted content, skills, instructional techniques and activities, and assessment activities for each month in the school year; two sample tasks and task evaluation worksheets for teachers; a letter to parents after the first five weeks of class; a description of computer-related activities and their objectives; a list of art projects used in 1995-96; and a newspaper article about the class. (MSE)

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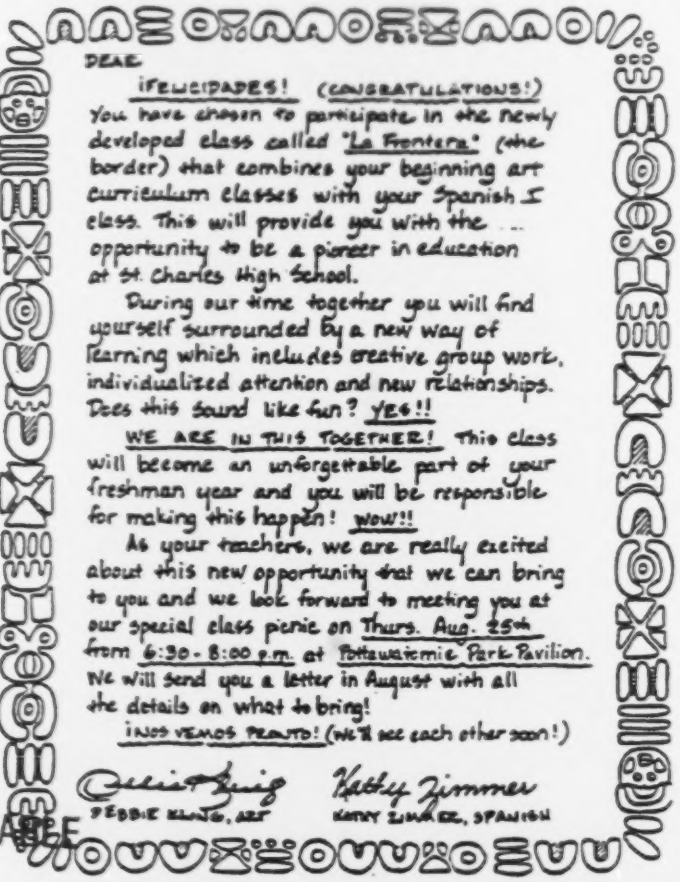
ED 410 745

<<LA FRONTERA>>

A class that crossed the traditional borders of disciplines.

DESIGN TEAM: Gretchen Hargis, Spanish Teacher
Kathy Kaiser, Fine Arts Department Chair
Debbie Kling, Art Teacher
Hillyn Sennholtz, Assistant Principal
Diana VanDeveer, Foreign Language Chair
Kathy Zimmer, Spanish Teacher



DEAR

FELICIDADES! (CONGRATULATIONS!) You have chosen to participate in the newly developed class called "La Frontera" (the border) that combines your beginning art curriculum classes with your Spanish I class. This will provide you with the opportunity to be a pioneer in education at St. Charles High School.

During our time together you will find yourself surrounded by a new way of learning which includes creative group work, individualized attention and new relationships. Does this sound like fun? YES!!

WE ARE IN THIS TOGETHER! This class will become an unforgettable part of your freshman year and you will be responsible for making this happen! WOW!!

As your teachers, we are really excited about this new opportunity that we can bring to you and we look forward to meeting you at our special class picnic on Thurs. Aug. 25th from 6:30 - 8:00 p.m. at Pottawatomie Park Pavilion. We will send you a letter in August with all the details on what to bring!

NOS VEMOS PRONTO! (We'll see each other soon!)

DEBBIE KLING, ART — KATHY ZIMMER, SPANISH

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ST. CHARLES HIGH SCHOOL

1020 Dunham Road • St. Charles • Illinois 60174 • 708-584-1100

COMMUNITY UNIT SCHOOL DISTRICT 303

Dr. Francis J. Kostel
Principal
Dr. Hillyn H. Sennholtz
Associate Principal
Robert G. McBride
Assistant Principal
Norman J. Widerstrom
Assistant Principal

July 6, 1994

Dear

This next school year, 1994-1995, our new integrated concept-centered curriculum combining Art and Spanish will be offered for 50 freshmen. Your child, _____ signed up to be a member of this unique class.

The instructors, Kathy Zimmer and Debbie Kling, will teach the Spanish -Art class entitled "La Frontera". The class will meet 6th and 7th periods. Each student will receive one integrated grade for each nine weeks/exam/ semester. This grade will appear on the report card and transcript as the grade for Spanish I, Design-Color, Design-Drawing, and 3D Design. While the course outlines and outcomes for Spanish I and the beginning design curriculum will be covered, the material will be presented in a manner that will help students develop the knowledge and skills of all the courses. The format will help them develop a stronger understanding of Spanish cultures and view the elements of artistic, creative design more globally.

We will be going on two field trips to Chicago. One trip will focus on the Mexican Fine Arts Center Museum and include a walking tour of Hispanic murals. The other trip will be to the Art Institute of Chicago. In our community, the St. Charles Public Library has scheduled February, 1995 as the month they will showcase artwork from our integrated class.

We look forward to meeting you at our special class kick-off picnic on Thursday, August 25, from 6.30 - 8.00 at Pottawatomie Park Pavilion. There will be a sign-up sheet at the picnic for any parent interested in being a parent-helper for our various activities. We will send you a letter in August as a reminder and details of what to bring.

Please direct questions to our department chairs, Kathy Kaiser, Fine Arts Department, Diana Prentiss, Foreign Language Department, at 584-1100 or one of us at home during the summer.

Sincerely,

Debbie Kling

Kathy Zimmer

Debbie Kling, Art
584-6935

Kathy Zimmer, Spanish
584-9283

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<<LA FRONTERA>>

A class that crossed the traditional borders of disciplines.

<<La Frontera>> (the border) is an integrated curriculum combining Spanish and art in a double period class at St. Charles High School. This integrative model, that crossed the traditional borders of disciplines, is the first step in helping our high school staff develop similar programs for regular discipline based classes. The target of this effort has been to develop students' global perspectives through the integration of art with the internationally spoken language of Spanish.

The ultimate goal of the class is to improve students' international perspective and cultural understanding needed in today's shrinking world. Students exhibit creativity while becoming proficient in a usable second language, communicating effectively in the target language both through oral, visual, and written performances. They show evidence of critical thinking, using and accessing information, and displaying ethical conduct, all of which enhance and substantiate Community Unit School District 303's district outcomes.

One of the major drivers in this innovative curriculum was our district's long-range strategic plan. The strategic plan has been the foundation for changes occurring in our high school. Parents, students, and staff have been involved in developing the mission and vision of the high school targeting specific outcomes that describe process skills.

<<La Frontera>> was designed to foster the student's ability to discover through interconnecting. This gives our students the opportunity to draw on knowledge without regard to specific disciplines. Our newly designed instructional strategies provide the entire high school staff the opportunity to experience the combining of two distinctive disciplines. Students, staff and community have recognized the universality of artistic expression and how it is reflected in foreign cultures and civilization (one of our district's outcomes).

The project lends itself to a classroom design that is characterized as a multi-use space with areas set up to facilitate learning experiences. The room is organized to accommodate integrated cross-disciplinary education which includes cooperative large groups, small group and skill specific areas. The design team has addressed discipline discrete coverage of particular content and skill areas prescribed for traditional foreign language and art classes. The regular scope and sequence of these classes is cultivated and taught through topics and themes that evolve from the new instructional strategies and curriculum developed through the project team. This has improved the achievement of students in meeting our standards for learner outcomes.

By combining Spanish and art, students and teachers have a two hour block of time in which to work. The multi-use production space provides immediate applications of content. This enhances students observational skills, and helps students internalize the language. Students are exposed to the language for a longer period of time because it is used to direct students in their integrated skill-based studies resulting in improvement of students' usable proficiency.

Over the last two years at St. Charles High School, <<La Frontera>> has evolved from a one semester pilot project offered during the fall of 1993 to a two year sequenced class being offered for school year 1995-96. The enrollments for September 1995 will support a team of six teachers, and generate two sections of <<La Frontera I>> and one section of <<La Frontera II>>. It is a growing program with the foreign language department having 22 sections of beginning Spanish and one double section of <<La Frontera I>>. The middle school has a new foreign language program that will provide additional student population potential when they finally come to the high school. The class counts for the art classes are stable and it appears that the client base for this course came from an unserviced student population for the past two years.

The design and planning team will have in place at the end of this school year, an entire integrated Spanish and art curriculum that includes a daily planning record, assessments and scoring rubrics, instructional strategies, and all the integrated lessons and supplementary materials to support the project. During the summer of 1995, the design team will devise, plan, and write curriculum to be implemented in <<La Frontera II>> for next fall. This restructuring process is on-going and as the curriculum is refined, the integrated model is redesigned and realigned to continuously meet the needs of our student population.

This innovative curriculum has provided many opportunities for parent/community involvement. Over the last two years, the teaching team has brought in Hispanic artists from the community to share their expertise and skills. Currently, the team is pursuing an Artist-In-Residence program for school year 1995-1996. <<La Frontera>> has provided an opportunity for community members and parents to view the progress of the students by showcasing their work in the St. Charles Public Library and the Norris Cultural Arts Center.

Parents are always invited to come into the class and observe. The final exam experience in January of 1995, included parents coming to observe the "Mastery of Skills" that were performed in cooperative group presentations. An open door policy is, and will continue to be, initiated in the <<La Frontera>> classroom. Parents will continued to be invited to participate in various field trips and to assist in class activities, very similar to the classic example of the "Room Mothers/Parents" in elementary school. Favorable response has come from the monthly newsletter sent out by the teaching team to parents informing them of units of study, projects and upcoming events occurring in the classroom on a daily basis.

<<La Frontera>> is new, exciting, innovative and hands-on. <<La Frontera>> is a collaborative effort that was developed by life-long learners for students of today and life-long learners of tomorrow!

For more information about this class, contact Debbie Kling (art) or Kathy Zimmer (Spanish) at St. Charles High School, 584-1100.

KLING/ZIMMER.

CLASS - LA FRONTERA I

MONTH	CONTENT	SKILLS	Instructional - Techniques/Activities	ASSESSMENT (ongoing)
	Diego Rivera - murals	group dynamics		
January	watercolors, painting – FINAL EXAM – •Vista 3 - Sports •Vista 4 - leisure activities - stem changing verbs - gustar - "cuál (es)" pedir/preguntar - "Go" verbs - "eco" verbs - object pronouns – affirm.-neg. wds.	color theory, symmetrical design - design elements - radial design - patterning - problem solving - exhibit creativity - use and access info. - cross-cultural - comm. effectively	- oral performance and praettee - partner practice, relays, - wkbk. drills and activities - cultural exposures/packets - tape activities - paint, design, layout, color mixing - experimentation	- photographic documentation - written performance - oral video performances - Border patrol collects "pass. ports" - self, peer, and instructor (RUBRICS that document targeted district outcomes)
February	• Describe homes • pencil drawing/perspective project • numbers and currency tooling foil	- group dynamics - composition - comm. effectively - design elements - exhibit creativity - cultural responsibility - drafting skills T square/Δ - perspective concepts ~~- exhibit creativity~~	- value scales - pencil manipulation - video - oral practice - tape activities - coop. learn. activities - practice/experimentation - tooling foil relief sculpture	- video performances photo documentation self assessment peer assessment instructor assessment "passport" review paper and pencil tests
March	• Cubism, Picasso • colored pencil drawing • reflexive verbs • face words • personal fitness and grooming • codex • daily activities • clothing	- design activities, draw, colored pencil manipulation - group dynamics - coop. learn activities - problem solve - comm. effectively - use and access info. - cross-cultural	field trip to Art Institute. coop. learn. exercises video colored pencil drwg. design/layout contour drwg. tape activities computer lab observation	- "passport" (portfolio) assessment - video performance - oral and aural - "passport" portfolio review - written examination - self, peer, instructor evaluation - photo documentation
April	• possessive adjectives families, pets • ordinal #'s • noun + de + noun, etc. • family tree of life/clay worry dolls/weaving	- comm. effect. - cross-cult. global respons. - critical thinking - color application/theory - establish and reinforce ceramic vocabulary - group dynamics - use and access info.	clay projects/experimentation 3D design work, glazing tape activities video practice computer lab coop. learn. activities	establish anchors in "passport" - photo documentation - paper and pencil tests - passport preview for end result - video performance - self, peer and instructor assessment
May/June	• preterite tense/past events • provinces of Spain & other countries • food vocabulary • acabar de + inf. • quinceañera • hace + time + que + pres. tense	- comm. effect. - reinforce 2D + 3D design - color theory - exhibit creativity - problem solving - group dynamics	movie, video role play cultural exposure coop. group work creative writing drawing painting	- passport final evaluation and assesement - photo documentation - review benchmarks of the year and target anchors for portfolio - written examination

– Establishing benchmarks as anchors for final assessment –

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Sample Curriculum Mapping for first semester, 1994-95

KLING/ZIMMER

CLASS - LA FRONTERA I

MONTH	CONTENT	SKILLS	Instructional - Techniques/Activities	ASSESSMENT (ongoing)
August/September	patterning, greetings, colors, numbers, positive+negative space, alphabet, contour drawing, shapes, dates seasons and weather Mexican Independence Day	-problem solving -inter-intra personal -communicate eff. -tye dye - creativity -collage technique - comm. eff. -cooperative group efforts -cross cult. understanding -use and access info.	-oral performances -cooperative group practice -contour drwg. collage and calendar construction activity -peer feedback -journal reflection -"trip" to the Getaway	-photographic documentation -written performance -oral video performances -Border patrol collects "pass. parts" -self, peer, and instructor (Rubrics that document targeted district outcomes)
October	Homecoming Bonfire vocabulary Verb(ar, ir, er) conjugation 3D pottery construction in slab, smooth clay primitive pottery symmetrical design Weather, seasons, months colors, numbers Argentinian Ballet clay construction relief	-comm. effectively -exhibits creativity -problem-solving -cooperative grouping - inter-intra personal -cross-cultural/global understanding color theory use of colored pencils contour drwg. texture design skills	cooperative groups Artist-in-Residence application of counting and writing in Target Language Metapet suns - ceramic clay computer lab primitive pottery games colored pencil drwg. field trip - Ballet journals	-video performances -photo documentation -self assessment -peer assessment -instructor assessment "passport" review -paper and pencil tests
November	-Day of the Dead -ser, ir, venir -Face vocabulary -Relief sculpture -symmetrical design -adj., noun agreement -cultural enrichment -animals, things vocab. 'al' + 'del' graphic arts → Books	-cross-cult. understanding -ethical conduct -comm. effect. -transitions of cut paper and space -responsibility -use and access info. -critical thinking -exhibits creativity both 2D + 3D application	papel picados field trip, games video, VISTA skeleton masks Brainstorming Research clay masks with glaze decoration creative writing coop. group work computer lab - typesetting and DFM Children's Books journal activities	-written examination -"passport" (portfolio) assessment -video performance oral and aural "passport" portfolio review -self, peer, instructor evaluation -photo documentation
December	Verbs of Emotion 'Estar' and 'ir' adjectives of nationality Shadow puppetry color theory Ethnic fashion Ir - A + infinitive	-design elements color mixing and gradation 2D design, moveable parts contour techniques patterning use and access info. comm. effectively exh. creativity global under. learn how-to dialogue critical thinking problem-solving	video computer lab book construction Pablo unit + painting drawing research wrote scripts staging puppet show	-journal activities -oral assessment -visual performance -paper/pencil tests -portfolio review -photo. documentation -self, peer, teacher ev'l -student survey

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Sample Rubric

Name:_____marzo, 1995

<<MI CASA ES SU CASA>>

This assessment is part of your PASSPORT (Portfolio), showing evidence of the completed task. For maximum point value, the student is required to fill out the evaluation completely and thoroughly.

Upon completion of this project, the student will have demonstrated a fundamental knowledge of perspective and value drawing. The student has been exposed to architecture along with Spanish artists depicting imaginary environments. Through oral performance using Spanish vocabulary, the student acts as an architect, presenting to the planning commission in Mexico City in the twenty-second century.

Targeted District Outcome(s):
- *Critical thinking
- *Communicate effectively
- *Exhibit creativity
- *Global responsibility and cross cultural awareness
- *Use and access information effectively
- *Interpersonal skills

GLUE PHOTO HERE

___/5 Value chart is turned in. Spanish grammar corrections are evident. What was the reasoning behind paper punching the values?_____

___/8 Shows all 8 values on final drawing.

___/2 Evidence and knowledge exhibited about perspective drawing, showing carry-over from drawing exercises.

___/3 Craftsmanship – final project is free of smudge marks.

___/5 Eye level line is represented as a horizon with a "simplistic landscape". The viewer has no difficulty locating the vanishing point.

___/2 The block "dwelling" is, at least, as difficult as the 20 block structure exercise done in class.

___/5 Your dwelling must not defy gravity. It must be "structurally sound" and be an environment in which a "life-form" could use. Who is the Spanish artist we studied?_____

___/5 Workmanship -- colored pencil execution(s) are even, showing varieties of pencil control without having differences in pencil line directions. The pencils "saturate" the paper fiber.

___/35 **Subtotal for perspective drawing**

___/5 "Planning commission" and "Architectural Review Board" participation

_____ **Oral performance**

_____ **TOTAL**

MI CASA ES SU CASA

Concepts learned:
- Ordinal numbers 1st - 10th
- Possessive adjectives (mi, tu, su, etc.)
- Vocabulary for rooms of a house (and surrounding areas)
- Possession with "de" (noun + de + noun)
- The concept of <<pisos>>

___1. ¿Qué tipo de edificio es? ¿Es apartamento? ¿Es una casa?

___2. ¿De que es hecho (made)?
¿Es de madera (wood), ladrillos (bricks), stucco (estuco), cemen

___3. ¿Cuántos pisos hay?

___4. ¿Cuáles cuartos tiene? ¿Cuántos hay?

___5. ¿De qué colores es su casa?

___6. ¿De qué estilo es? ¿Es moderno? ¿Es futuristico?

___7. ¿Cuántas personas viven en su casa?

___8. ¿Qué tipo de garaje hay? ¿Un garaje para dos o tres coches?

___9. ¿Hay jardín?

___10. ¿ Hay flores? ¿Hay árboles?

___11. ¿ Hay una piscina o cancha de tenis?

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_____ enero 1995

PABLO -- PAINTED SHADOW PUPPETS

This assessment is a part of your PASSPORT (Portfolio), showing evidence of the completed task. The evaluation and worksheet is worth 80 points. For maximum point value, the student is required to fill out the evaluation completely and thoroughly.

Upon completion of this project, the student will have demonstrated a fundamental knowledge of color mixing, color gradation, patterning and proportional body construction. The student uses Spanish vocabulary and grammatical structures to construct, at least, 12 sentences describing the Pablo project. The student demonstrates proficiency through a video performance.

Targeted District Outcomes:

- Critical thinking
- Communicate effectively
- Exhibit creativity
- Global responsibility/cross cultural
- Access and use information effectively
- Interpersonal skills

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/5 Used class time to best advantage

/5 The Pablo design / drawing shows drawing skill progress building on previous units of study -- ie. contour drawing, patterning.

/2 Student has mixed all colors.

/3 Care and time has been taken in workmanship and craftsmanship.

/20 Exhibits many different color gradations. List traditional colors used in Spanish:
_____, _____, _____, _____, _____. How many different gradations are exhibited on "Pablo"? _____(write the number in Spanish)

/5 "Pablo" is creative, unique, imaginative -- showing cultural applications in dress.

/40 Student has demonstrated an understanding of Spanish and Spanish culture through an effective video performance.

/80 Total points

12

<<PABLO>> SCRIPT NOMBRE_____

IDENTIFY YOUR <<PABLO>> BY TELLING US THE FOLLOWING INFORMATION:

	pts	
_____	1	1. ¿Cómo se llama?
_____	1	2. ¿Cómo se llama su amigo(a)?
_____	1	3. ¿Cuál es su nacionalidad?
_____	7	4. ¿Cómo es Pablo (físicamente y personalidad)?
_____	1	5. ¿Cuál profesión tiene? (¿Qué es?)
_____	5	6. ¿Qué le gusta Pablo?
_____	3	7. ¿Adónde va Pablo?
_____	2	8. ¿Cómo está Pablo?
_____	4	9. ¿Qué tiene Pablo? ¿Qué lleva Pablo?
_____	1	10. ¿Qué tiene que hacer Pablo?
_____	1	11. ¿Qué tiene ganas de hacer Pablo?
_____	1	12. ¿Cuántos años tiene Pablo?
_____	3	13. pronunciation
_____	3	14. intonation /fluidity
_____	3	15. valid cultural information
_____	3	16. audience participation

_____

12

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¡HOLA! ¿CÓMO ESTÁN UDS?

September 28, 1994

We can hardly believe we have finished five weeks of <<La Frontera>>. It has been an exciting and challenging experience integrating Spanish and art and making our dreams come alive.

During these first five weeks, students have been busy learning greetings and introductions, numbers and colors, seasons, days, weeks and months and discovering that they know many Spanish words already. Time has been spent creating and completing Aztec and Mayan pattern designs, exploring color theory through fabric dyes, demonstrating a knowledge of positive and negative space by pursuing contour drawing and creating a calendar collage . . . just to name a few things we have actually done in class! Students also have had an opportunity to create positive and negative designs with tortillas and then eat their cinnamon-coated fried designs.

YUM!

This week students are finishing up their first entire unit of study in the Spanish curriculum. The students have spent classtime giving valuable input as to how to assess their learning and we will be completing some visual performances by video taping speeches during class on Wednesday and wrapping up our assessments on Thursday. Ask to see your student's passport (portfolio). As you can see, this year, students of <<La Frontera>> are working with new assessment techniques. Please take the time to look at the grade criteria sheet inside your child's passport notebook. This explains the key areas we will be assessing this semester. They are giving their peers positive and negative feedback and have the opportunity to assess their own work. Students also have a chance to reflect upon the week by doing journal writing. This feedback gives us the information we need to develop and revise authentic tasks that measure what the students are learning and how we can help them learn better. At this time, all passports have been collected by the "Border Patrol" (Señora Kling and Señora Zimmer), and will be stamped before students can pass through "customs"!

Mexican Independence Day, September 16th, was truly a gastronomical experience. We integrated our class with the Advanced Foods class in the Home Economics department. (These students run the school's restaurant "The Getaway".) They served our entire class ensalada, quesadillas, and postre while we practiced our manners and Spanish greetings.

YUM, YUM!

The end of this week brings our first three-dimensional project into play . . . Aztec primitive pottery. Local potter, Manny Hernandez, will be demonstrating pottery building as a part of the school-wide multi-cultural experience. Students will have an opportunity to create a primitive piece of pottery and embellish it with Mexican patterning. Talking about primitive, the pots will be packed in sawdust and actually fired in the Homecoming Bonfire, October 6! (Can anyone bring us sawdust? We need a lot!)

We once again welcome anyone who would like to stop by to visit our class. Our class meets everyday between 12:25 and 2:10 in the Little Theater. We will be asking for volunteers to chaperone our field trip to the Mexican Fine Arts Museum on November 8. We will be leaving school at 10:00 a.m. and be returning to school around 5 p.m. Also, watch for info for an evening trip to see the Argentina Ballet Troupe at the Auditorium scheduled for the beginning of November.

Debbie Kling

Kathy Zimmer

abril, 1995

The month of March was a busy month with the fieldtrip to Chicago, the art show judging, and the completion of three entire units of study. Here's a quick update on <<La Frontera's>> accomplishments.

The architectural review board presented their futuristic homes to be critiqued by the other members of their groups. Their video taped performances met with rave reviews as exclamations like, <<Caramba>>, <<¡Excelente!>>, <<¡Fantástico!>>, and <<¡Estupendo!>> were heard roaring from the "Planning Commission of Mexico City." Salvador Dali would have been proud of his protegées.

Working in cooperative groups, the students piggybacked on each others' ideas composing an essay written in Spanish describing what they would do if they won the lottery. The relief embossed sculptural coins exhibited radial design concepts, as well as patterning and symmetrical design. The ancient coinage brought to life the significance of counting in Spanish. The students are now able to count from 100 to 1,000,000.

We started our cubism unit of study with a fieldtrip to the Art Institute of Chicago. After our delicious lunch at Hat Dance, we took a sculpture walking tour to the Art Institute.The students were given a packet of information that they needed to uncover and discover while in the museum. It was important for the students to observe not only the artwork itself, but also how a real museum exhibits and displays their most treasured artworks and artifacts. Why? On June 5 and 6, our culminating final exam activity will be to have the students design the <<La Frontera>> museum to which parents, staff and the community are invited. Your student will be the museum docent and present and exhibit specially chosen works from their portfolio. The students will need tri-fold display boards on which to present their authentic artifacts.

The students mimicked Pablo Picasso's cubistic style in creating their <<Cara Cubisma>> colored pencil drawings. They also re-applied their prior knowledge to create a symmetrical, geometrical and cubistic drawing. Once again, the students' efforts exceeded our expectations. We are certain that the presentations describing their bodies, face, clothing and daily habits will be excellent as well. ¿Cómo se dice "little toes" or "wide hips"? The students will perform a fashion show, April 7, utilizing and reinforcing the new vocabulary learned in this lesson.

Let's look ahead . . . Our April units of study include another 3D project called <<El Arbol Geneológico>>. We will learn the names for the members a family, a pet, and also how to compare a person or thing to one another using demonstratives, superlatives, and comparatives. The food unit will teach the students the skills needed to order food in a restaurant in Spanish. The students will use their observational skills to paint food from still life, assembling the project through the concepts of abstract formalism and collage. The painter we are showcasing for this unit of study is Joan Miró.

Many of our students' work was chosen for the spring "Artfest '95" held in the Norris Cultural Arts Center Gallery during the month of May. Opening night is April 30 at 7 p.m. We look forward to showcasing our class accomplishments.

Debbie Kling

Kathy Zimmer

<<LA FRONTERA>>

Crossing the Traditional Borders of Discipline

St. Charles Community Unit School District 303
St. Charles High School
1020 Dunham Road
St. Charles, IL 60174
(708) 584-1100

<<La Frontera>> is an integrated curriculum combining Spanish and art in a double period class at St. Charles High School. This integrative model that crossed the traditional borders of disciplines, is the first step in helping our high school staff develop similar programs for regular discipline-based classes. The target of this effort has been to develop students' global perspectives through the integration of art with the internationally spoken language of Spanish.

In working through the St. Charles High School mission statement it is the belief of the Spanish /art planning team that it is essential to " . . . meet the needs of all students." Through the integrated teaching of Spanish/art we are meeting the needs of a student population who learn through making interconnections; from Spanish to art, from the classroom to everyday experiences, and from the traditional curricula to the new technologically enhanced curriculum. The students' visual performances are enhanced by computer generated graphics, type-set text, as well as multi-media applications including animation, film production, access to the Internet and and laser disk collections.

The use of computers in the classroom allows the students to make immediate hands-on connections from the curriculum learned to real-life applications. It promotes the students to problem solve with various computer software through trial and error. The students, through these problem solving techniques, learn to use and access the information necessary to produce a quality final project, whether it be a creative visual product, a spoken performance, or a written performance. With the installation of the DuKane Smart System in the new North Building the students will have access to the Internet allowing the students to interact not only with other members of their learning community, but the community at large. This interaction will help the students to understand that they live in a large community - the world - from which they can draw an infinite amount of information.

As students are becoming very computer literate at an early age, it is essential that we have the technological capability to further challenge these students when they reach the high school level, rather than let them become stagnant. The La Frontera teaching team feels strongly that the derivation of this technological knowledge should not be a separate activity, distinct from what is happening in the classroom, rather an extension of the curriculum and learning in practice. The immediate hands-on implementation of technology makes the learning authentic.

The St. Charles School District 303 outcomes, communicate effectively, think critically, exhibit creativity, display interpersonal skills, demonstrate global responsibility and cross-cultural understanding, develop and maintain personal wellness and access and use information effectively are easily met through technological access on a continual basis in the classroom.

COMMUNICATE EFFECTIVELY

- *Students use word processing that encourages process writing.
- *Students organize and present oral and written reports using multi-media environments utilizing text, audio, video graphics and animation.
- *Students create drawings and graphics using computer applications to clarify and solve problems.
- *Students use telecommunication and other technology to communicate and collaborate with people in other locations.

THINK CRITICALLY

- *Students utilize stored information in decision making.
- *Students envision how technology connects to real world problems.
- *Students resolve problems through independent use of a variety of technological applications.
- *Students use technology to aid in analysis and synthesis.

EXHIBIT CREATIVITY

- *Students use technology for creative/artistic expression in a variety of ways.
- *Students use technology to stretch their own personal creativity.

DISPLAY INTERPERSONAL SKILLS, SELF UNDERSTANDING, AND ETHICAL CONDUCT

- *The students practice ethical standards that guide the use of technology.
- *The students use technology to assist in self-assessment and personal. improvement.
- *The students uses technology to facilitate cooperative learning.

DEMONSTRATE GLOBAL RESPONSIBILITY AND CROSS-CULTURAL UNDERSTANDING

- *The student uses telecommunication and other technology to communicate and collaborate with people in other locations.
- *The student uses technology to broaden personal understanding/tolerance for other cultures.

DEVELOP AND MAINTAIN PERSONAL WELLNESS PRACTICES

- *The student uses technology effectively in order to help boost self-esteem.
- *The student is confident in his/her own technological knowledge.

ACCESS AND USE INFORMATION EFFECTIVELY

- *The student uses technology (e.g. CD-ROM, telecommunication, on-line databases, video disk, etc.) to identify, select, manage, and use/apply information.

<<LA FRONTERA>> ART PROJECTS
1995

1. **Mexican Patterning:**
   Positive and Negative space, cut paper — Design concepts

2. **Tye Dye T-shirts:** — Color

3. **Contour Drawing of Hands:**
   Spanish number line — Drawing

4. **Calendar Collage** — Color

5. **Contour Bodies Collage**
   Positive and Negative space
   <<El Cuerpo Contorno>> — Drawing

6. **Small Primitive Pottery**
   Homecoming Bonfire Pot
   <<La Olla Utilitaria>> — 3D Sculpture

7. **Weather and Season Mural**
   Pattern borders, Cooperative groups
   <<El Mural Del Grupo>> — Design Concepts, Color

8. **Metapec Suns**
   Clay project — Ceramic Sculpture

9. **Colored Pencil Drawing**
   <<Cara Aura>> — Drawing

10. **Cut Paper Patterning**
    Negative and Positive Space
    <<Papel Picado>> — Design Concepts, Color

11. **Skeleton Mask**
    Scored and Cut Paper Masks
    <<La Máscara Esquelética>> — Relief Sculpture

12. **Clay Masks** — Ceramic Sculpture
    With Legend
    <<La Máscara de Arcilla>>

13. **Children's Books** — Drawing, Color
    <<El Libro Para Niños>>

14. **Painted Shadow Puppets** — Color
    Tempra paint, Color Mixing
    <<Pablo>>

15. **Aztec Calendar** — Drawing
    Pen and Ink
    <<Calendarios Aztecas>>

16. **Group Mosaic Mural** — Color, Drawing
    Final Exam First Semester
    Perspective, Foreground, Middleground, Background

17. **Watercolors** — Color, Design Concepts
    <<Actividades Acuarelas>>

18. **Perspective Drawing** — Drawing
    Values and Perspective
    <<Mi Casa es Su Casa>>

19. **Tooling Foil Coins** — Relief Sculpture
    <<El Dinero>>

20. **Cubism Face** — Design Concepts, Drawing
    Patterning
    <<Cara Cubisma>>

21. **Clay Family Tree** — Relief Sculpture
    <<El Arbol Geneológico>>

22. **Food Unit Still Life Painting** — Color, Drawing
    Tempra Paint, Contour, Color Mixing
    <<En un Café>>

23. **Monuments of the Past** — cardboard Sculpture
<<Los Monumentos>>

24. **Efigy Pottery** — .Clay Sculpture
<<Su Monumento al Futuro >>

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Kane County Chronicle
Saturday, June 10, 1995

Spanish students cross 'the border'

By ROALD HAASE
Kane County Chronicle

ST. CHARLES — By the time Katie Sunday completed her first-year Spanish class this week, she learned a lot more than how to say "Como esta usted?"

Soon to be a sophomore at St. Charles High School, Katie's final exam consisted of more than just Spanish vocabulary and usage.

She learned a lot about Spanish art and culture, and she also learned how to create her own art projects.

Katie was a student in the Spanish Art I class, an integrated curriculum that not only teaches students Spanish but also how to draw and paint and utilize color.

For the art portion of her final examination, Katie submitted a variety of works, and like other students presented them at the school's Little Theater.

The final was termed the "La Frontera Museum." In Spanish, Katie said, La Frontera means "the border."

"In our class, it means crossing the border as integrated classes," she said this week.

"We learn Spanish I language, and we learn the basic arts, including 3-D design."

Debbie Kling taught the art portion of the class, and Kathy Zimmer taught the language component, Katie said.

"I think I learned Spanish better (than she otherwise would have)," Katie said. "We speak it more. And we do our art projects."

To illustrate the concept of the integrated class, she cited one project in which students designed a house and then learned all the Spanish words for the parts of the building.

"We had to get up and give a 10- to 1 line speech about what's in our house Katie said.

To Katie, it was "a very neat class."

According to Kling, students display six of their favorite art works at the Frontera Museum exhibit. Completed p jects included Mexican patterning, sm primitive pottery, clay masks, childre books, painted shadow puppets, a gro mosaic mural and monuments.

Kling said that final examinatio "approached from this way are less intir dating and far more exciting." She label the hands-on final "an authentic asse ment in action ..."

Traditional finals haven't been elimin ed. Katie had to take oral and writt finals for the language portion of the cla

Bob Gerrard/Chronicle photo staff

Sue Jensen, left, talks to Spanish student Katie Sunday, who was a member of a St. Charles High School class that not only teaches Spanish but also how to draw and paint.

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